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FISCAL IMPACT STATEMENT

LS 6904

BILL NUMBER: HB 1308

NOTE PREPARED: Feb 5, 2004

BILL AMENDED:

SUBJECT: Cultural Competency in Education.

FIRST AUTHOR: Rep. Porter

FIRST SPONSOR:

BILL STATUS: As Passed House

FUNDS AFFECTED: X GENERAL
X DEDICATED
FEDERAL

IMPACT: State & Local

Summary of Legislation: The bill defines "cultural competency" and sets forth teacher training, professional development, and school plan requirements for achieving cultural competency.

Effective Date: July 1, 2004.

Explanation of State Expenditures: *Summary:* Under the bill, the Professional Standards Board (PSB) in consultation with the Department of Education (DOE) would be required to develop guidelines and materials for the preparation of individuals to teach in various environments.

If the Board or the DOE needed additional personnel to work on the development of guidelines and materials required under the bill, expenses for an additional consultant (PAT I) would be estimated at approximately \$55,300 in FY 2005. Additionally, there would be printing and distribution costs of the proposed guidelines and materials.

The bill does not make an appropriation. Ultimately, the source of funds and resources necessary to satisfy the requirements of this bill will depend upon legislative and/or administrative actions.

Background: As of December 3, 2003, the DOE had 260 full-time staff members. The DOE also had approximately 278 budgeted full-time positions. The DOE reverted approximately \$33.7 M in FY 2003.

The PSB, as of December 3, 2003, had 28 full-time staff members and 3 on leave. The PSB also had approximately 39 authorized budgeted positions. The Board reverted \$675,686 in FY 2003.

Explanation of State Revenues:

Explanation of Local Expenditures: *Summary:* The impact of the bill to local expenditures is unknown and would depend on local action.

Under the bill, school committees that develop the school's improvement and achievement plan must:

- (1) identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school population;
- (2) incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan; and
- (3) recommend areas where additional professional development is necessary to increase cultural competency in the school's educational environment.

The bill does not define how a school committee would go about the determination of the above. If external consultants were employed to conduct studies, the school corporation would bear the cost of their employment. If determinations, under the proposed criteria above, were made internally by the committee, the impact to local expenditures would probably be minimal. It is possible that school corporations could consult with the Department to assist in the fulfillment of the above provisions.

Background: Under current law, the Department is required to maintain model plans available for a school to use as a guideline for the development of the school's plan. School committees are appointed by the principal and consist of administrators, teachers, parents, and community and business leaders. Committees are charged with the coordination and development of the school plan, which is three years in length. Committees submit proposed plans to the school corporation superintendent for review and recommendation. Committee plans must include achievement levels for the school in the following:

- (1) Attendance rate;
- (2) Percentage of students meeting academic standards under the ISTEP, and;
- (3) For a secondary school, the graduation rate.

Explanation of Local Revenues:

State Agencies Affected: Professional Standards Board, Department of Education.

Local Agencies Affected: School corporations.

Information Sources: State Budget Agency: *General Fund, Property Tax Replacement Fund, Rainy Day Fund, Fiscal Year Ending June 30, 2003 And Summaries*, BUDSTARS; State of Indiana *HRM Detail Staffing Report 12/03/2003*.

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